

Key word	New to me	Seen/Heard	Know Well	Describe
Academic language				
Tier 3 words				
incremental				
Word consciousness				
Morphology				
Vocab-o-gram				
Affixes				
Character trait analysis				
Oxymoron				
Vocabulary Frame				
Knowledge Rating				
translation				

Teacher Self-evaluation Checklist-Vocabulary

1. ___ I show enthusiasm for words and word learning

- ___ Daily read aloud
- ___ Daily playful word activity
- ___ Students indicate teacher loves words and word play
- ___ Understands differences and connections between spelling, phonics and vocabulary

2. ___ My classroom shows physical signs of word awareness

- ___ Word charts or word walls (showing student input) used and changed regularly
- ___ Books on words, word play, specialized and learner dictionaries, dictionaries (where students can easily access them)
- ___ Labels in classroom
- ___ Word games
- ___ Puzzle books and software
- ___ Student made word books, alphabet books, dictionaries, computer files, power points, Smartboard lessons

3. ___ My students show enthusiasm for words and word learning

- ___ Have personal dictionaries or word logs
- ___ Can use dictionary on appropriate level
- ___ Have a strategy for dealing with unknown words
- ___ Spend part of each day reading on appropriate level
- ___ Can name a favorite word book, puzzle activity and/or word game
- ___ Use new vocabulary in talk, discussion, writing and presentation
- ___ Enjoy and share new words, word game, word play

4. ___ My vocabulary instruction includes

- ___ Rich instruction on content area vocabulary words with definitional & contextual information and usage in talk and writing
- ___ Use of mapping, webbing and other graphics to show word relationships
- ___ Multiple exposures and chances to see, hear, write and use new words
- ___ Wide reading with post-reading discussion of new words
- ___ Developing student's responsibility for self-selection and self study-keeping of a word log
- ___ Teaching and practicing of independent strategies (word parts, context, and word references)
- ___ Word play and motivation activities
- ___ Engaging review and use in speaking, writing, discussion, presentation
- ___ Varied assessments

5. ___ Our school context for word learning

- ___ Use of PA and other all-school communication for word consciousness
- ___ Visible school wide attention and appreciation of new words (e.g. School newspaper, bulletin boards, newsletters)
- ___ Supportive materials in all classrooms, libraries and resource centers
- ___ Teacher study groups and sharing of vocabulary ideas



Word Whizzes, Vocabulary Virtuosos and Language Mavens: Engaging Students in Word Learning

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National Louis University
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October 2, 2014**

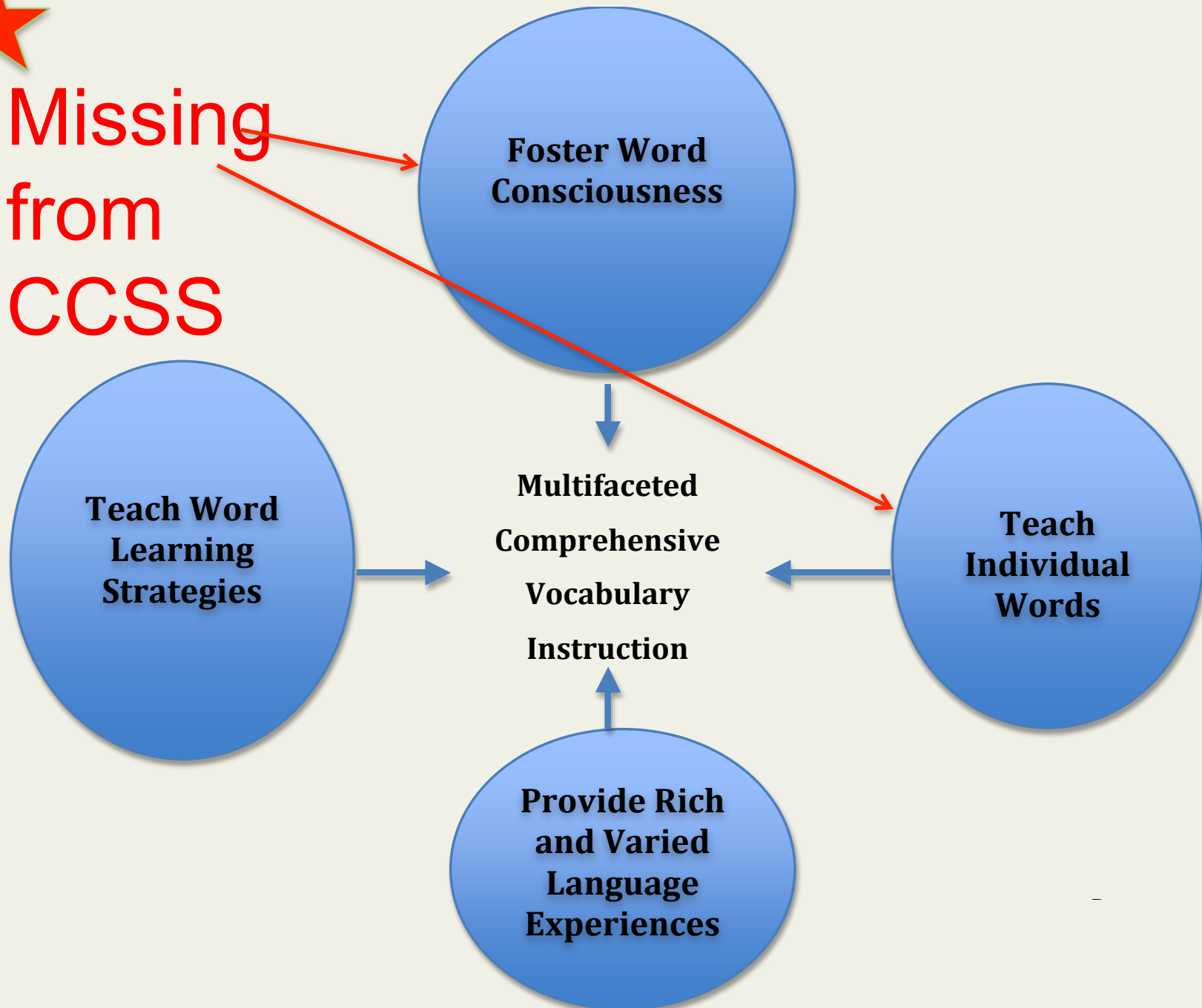
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Keep track of your thoughts...

+	This is really important to me because....
-	I am not sure I agree because.....
?	I want to ask.....



**Missing
from
CCSS**



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Figure 2 Types of Unfamiliar Words and Types of Instruction for Words From *Island of the Blue Dolphins*

<i>Unfamiliar Words</i>	Type of Word			Type of Instruction		
	Essential Words	Valuable Words	Accessible Words	Powerful Instruction	Brief Explanation	Infer Meaning
1. advice	✓			X		
2. ancestors	✓			X		
3. befall		✓			X	
4. calm		✓			X	
5. crawfish						
6. faint		✓				X
7. fiber			✓		X	
8. fortune	✓				X	
9. headland						
10. kelp						
11. leagues						
12. lessened			✓		X	
13. omen	✓			X		
14. pause			✓		X	
15. pitch						
16. planks	✓			X		
17. pursued	✓				X	
18. sandspit						
19. seeping	✓					X
20. serpent						
21. skirted		✓			X	
22. spouting			✓		X	
<i>Imported Word(s)</i>	determination					

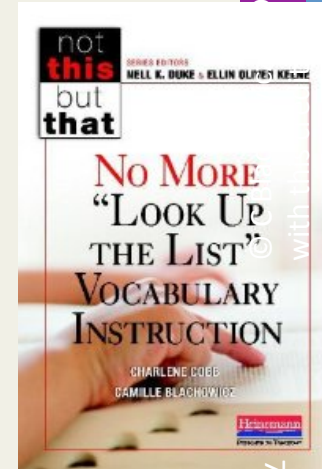
CHOOSING/SELECTING WORDS and PLANNING INSTRUCTION—

FAST, FLOOD, FOCUS

Unit/Lesson Name _____ Topic/Big Idea _____

STUDENT STRATEGY words: words students will figure out using the context or with other strategies; teacher scaffolding as needed; they need to present evidence from the text	ESSENTIAL FOR UNDERSTANDING	NICE TO KNOW
FAST words: key vocabulary that the teacher presents using Fast synonym, model, or other brief Teaching Individual Word instruction and then follows up on later in week/unit/assignments		
FOCUS words: key vocabulary for which teacher uses an “AEIOU” “all the way through” method with vocabulary frame to support students’ writing and presentation		
FLOOD words: additional vocabulary for word wall, wordplay, building relational sets		

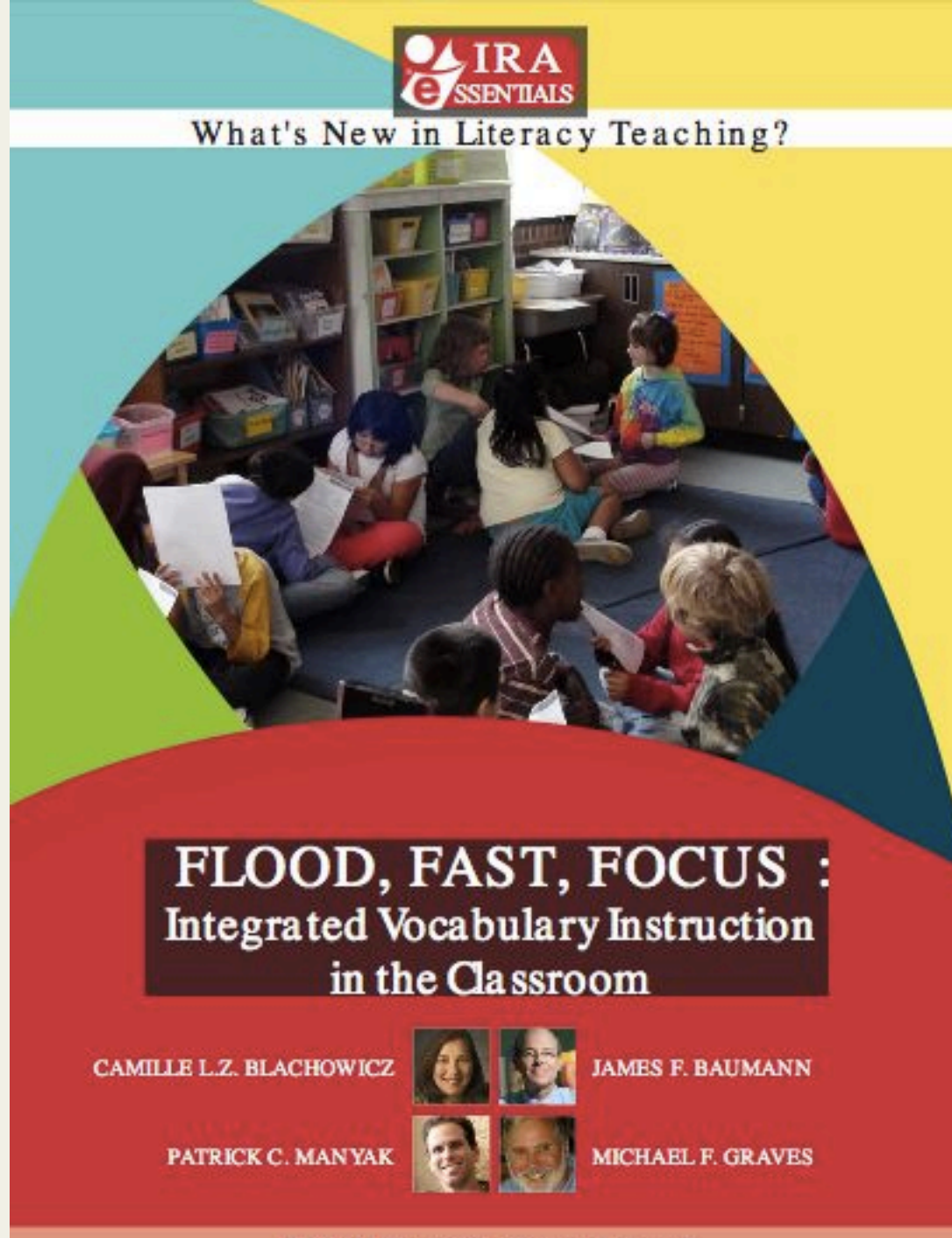
- For educational use only



Importance of “Word Consciousness” and 6T’s

- **Time-** “incremental”
- **Talk** -and rich language
- **Total** literacy environment-
Incidental and intentional
learning
- **Type** –thoughtful selection
- **Translate**- words into kid
friendly definitions
- **Teach** - in varied ways-Flood,
Fast, Focus

Blachowicz, C.L.Z.,
Baumann, J.F.,
Manyak, P. &
Graves, M. (2013)
Flood, Fast, Focus:
Integrating
Vocabulary in the
Classroom. IRA E-
Essentials-Reading,
What's New? IRA;
Newark, DE.
[http://
www.reading.org/
general/
Publications/
e-ssentials/e8027](http://www.reading.org/general/Publications/e-ssentials/e8027)



T E A C H in Varied ways

3 Important Types of Classroom Instruction

Blachowicz, C.L.Z., Baumann, J.F., Manyak, P. & Graves, M. (2013)

- **FLOOD**- Nagy and Herman, 1987; Cunningham, 2005
- **FAST**-Beck, McKeown & Kucan, 2005; Graves, 2006;
- **FOCUS**-Blachowicz & Fisher, 2010; Blachowicz, Bates & Cieply, 2012. Manyak, 2007; Baumann, Ware & Edwards, 2007
- See and try some examples

Introducing Individual Words that you want all students to learn...students need to....

- 1 See/Say- pronunciation can call up oral vocab if they know the word in speech
- 2 Hear the word in context (usage and meaning)
- 3 Get to a Definition (elicit from students & restate or give; dictionary? google?)
- 4 Make a personal connection- student use (Usage and meaning)
- 5 Participate in a decision task (4 & 5 can be in reverse order) and explain reasoning
- 6 Record: this can be meaningful seat work rather than take the time then; 4 square)

It's essential that, later in the lesson, they revisit the words

- Encounter in print and discussion(during selection reading and discussion; research and inquiry; SE)
- Are called to use in their own talk and writing (writing strand)

Example:BUFFET /BUFF' IT/

- 1 “Let’s say it...it’s not boo/fay it’s buff/it.”(see/say)
- 2 “Here’s an example. When there is a windstorm, the tree branches **buffet** my roof and knock off shingles”.(context)
- 3 “What could it mean?”(Elicit/give or restate-”Right, it means hit”)
“Let’s check”- give/find definition to confirm(optional if time)
- 4 “Turn and talk with your partner and use buffet in a sentence about something you remember or imagine.”; share out, give feedback on usage.
- 5 “Let me ask you a question. Would your teacher want you to buffet others in the classroom?” why or why not?
- 6 “OK, record “buffet” in your word book/sheet and put a synonym or short definition.”(Teacher can use this as meaningful

CRITICAL NOTE: This is the beginning, not the end.

Research: Stahl, Graves, Ehri, activity theory, Beck, Blachowicz

FOCUS Instruction

- **Carrying academic vocabulary from beginning to end**
- Blachowicz, C.L.Z., Baumann, J.F., Manyak, P. & Graves, M. (2013) Flood, Fast, Focus:
- Integrating Vocabulary in the Classroom. IRA E-Essentials-Reading, What's New? IRA; Newark, DE.
<http://www.reading.org/general/Publications/e-essentials/e8027>

Vocabogram Framing Process-

Develops their strategy

- **A-E**—Activate and Engage-Present a set of words and ask students to discuss how they might contribute to the story by using the Frame
- **I- O**- Inquire and Organize-students locate and mark; discuss, refine their frames with their team during and after reading; research your words
- **U**—discuss; report out; write; create.....
Recursive process-revisits vocabulary over and over

Vocab-o-gram Frame (Predict-o-gram)

(Blachowicz & Fisher, 2010; Blachowicz, 1987)

Characters:	Setting:	Problem/ goal:
What might happen:	Resolution:	Mystery words:

Knowledge Rating

	3-Know	2-Some	1=?
tipi			
villa			
dacha			
lean-to			
condo			
trullo			
geodesic dome			

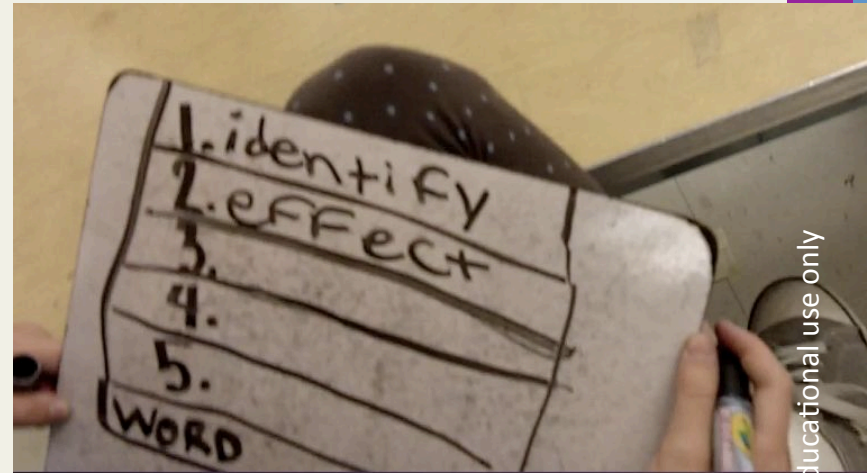
Be a Mind Reader

- Adapted from Patricia Cunningham's Word Wall Activities
- Prep Time: 2-5 minutes
- Class Time: 5-10 minutes
- Organization: whole class/teacher-directed
- Materials: vocab chart; prepared word clues; paper & pencil for students



Procedure

- Choose a mystery word.
- Prepare a set of 5 clues.
- Students number their paper/whiteboard 1-5
- Teacher reads each clue.
- Students write a word from the list that fits the clue and any preceding clues.
- Ask students who guessed the word on the 5th clue, 4th, 3rd, 2nd, 1st.



Extension

Student Clues Template

- Clue 1: “It’s a word on the chart.”
- Clue 2: “It has _____ syllables.”
- Clue 3: “It begins/ends with the letter _____.”
- Clue 4: “Its antonym is _____.”
- Clue 5: “It means _____.”

We shared...

3 points about CCSS & Instructional Research	6 T's of Essential Assumptions	7 Instructional strategies
1. Critical nature of engagement & word consciousness	Time	3X5 Most Important Word
2. Vocab everywhere in CCSS	Talk	Academic Word Walls
3. 4 essential components of a comprehensive program	Total Literacy Environment	Timeline Vocabulary
4. What makes a difference?	Types of words to teach	Vocab-o-gram
	Translate to kid friendly definitions	Knowledge Rating
	Teach in varied ways-	Be a Mind Reader Review

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